

KENTUCKY GUIDE

TITLE II REPORT CARD

EDUCATION PROFESSION STANDARDS BOARD

JUNE 26, 2000

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Title II, Sections 207 and 208 of the Higher Education Act

SEC. 207. ACCOUNTABILITY FOR PROGRAMS THAT PREPARE TEACHERS.

(a) DEVELOPMENT OF DEFINITIONS AND REPORTING METHODS- Within 9 months of the date of enactment of the Higher Education Amendments of 1998, the Commissioner of the National Center for Education Statistics, in consultation with States and institutions of higher education, shall develop key definitions for terms, and uniform reporting methods (including the key definitions for the consistent reporting of pass rates), related to the performance of elementary school and secondary school teacher preparation programs.

(b) STATE REPORT CARD ON THE QUALITY OF TEACHER PREPARATION- Each State that receives funds under this Act shall provide to the Secretary, within 2 years of the date of enactment of the Higher Education Amendments of 1998, and annually thereafter, in a uniform and comprehensible manner that conforms with the definitions and methods established in subsection (a), a State report card on the quality of teacher preparation in the State, which shall include at least the following:

- (1)** A description of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the State.
- (2)** The standards and criteria that prospective teachers must meet in order to attain initial teacher certification or licensure and to be certified or licensed to teach particular subjects or in particular grades within the State.
- (3)** A description of the extent to which the assessments and requirements described in paragraph (1) are aligned with the State's standards and assessments for students.
- (4)** The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, and the passing score on each assessment that determines whether a candidate has passed that assessment.
- (5)** The percentage of teaching candidates who passed each of the assessments used by the State for teacher certification and licensure, disaggregated and ranked, by the teacher preparation program in that State from which the teacher candidate received the candidate's most recent degree, which shall be made available widely and publicly.
- (6)** Information on the extent to which teachers in the State are given waivers of State certification or licensure requirements, including the proportion of such teachers distributed across high- and low-poverty school districts and across subject areas.
- (7)** A description of each State's alternative routes to teacher certification, if any, and the percentage of teachers certified through alternative certification routes who pass State teacher certification or licensure assessments.
- (8)** For each State, a description of proposed criteria for assessing the performance of teacher preparation programs within institutions of higher education in the State, including indicators of teacher candidate knowledge and skills.
- (9)** Information on the extent to which teachers or prospective teachers in each State are required to take examinations or other assessments of their subject matter knowledge in the area or areas in which the teachers provide instruction, the standards established for passing any such assessments, and the extent to which teachers or prospective teachers are required to receive a passing score on such assessments in order to teach in specific subject areas or grade levels.

(c) INITIAL REPORT-

(1) IN GENERAL- Each State that receives funds under this Act, not later than 6 months of the date of enactment of the Higher Education Amendments of 1998 and in a uniform and comprehensible manner, shall submit to the Secretary the information described in paragraphs (1), (5), and (6) of subsection (b). Such information shall be compiled by the Secretary and submitted to the Committee on Labor and Human Resources of the Senate and the Committee on Education and the Workforce of the House of Representatives not later than 9 months after the date of enactment of the Higher Education Amendments of 1998.

(2) CONSTRUCTION- Nothing in this subsection shall be construed to require a State to gather information that is not in the possession of the State or the teacher preparation programs in the State, or readily available to the State or teacher preparation programs.

(d) REPORT OF THE SECRETARY ON THE QUALITY OF TEACHER PREPARATION-

(1) REPORT CARD- The Secretary shall provide to Congress, and publish and make widely available, a report card on teacher qualifications and preparation in the United States, including all the information reported in paragraphs (1) through (9) of subsection (b). Such report shall identify States for which eligible States and eligible partnerships received a grant under this title. Such report shall be so provided, published and made available not later than 2 years 6 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter.

(2) REPORT TO CONGRESS- The Secretary shall report to Congress--

- (A)** a comparison of States' efforts to improve teaching quality; and
- (B)** regarding the national mean and median scores on any standardized test that is used in more than 1 State for teacher certification or licensure.

(3) SPECIAL RULE- In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the Secretary shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

(e) COORDINATION- The Secretary, to the extent practicable, shall coordinate the information collected and published under this title among States for individuals who took State teacher certification or licensure assessments in a State other than the State in which the individual received the individual's most recent degree.

(f) INSTITUTIONAL REPORT CARDS ON THE QUALITY OF TEACHER PREPARATION-

(1) REPORT CARD- Each institution of higher education that conducts a teacher preparation program that enrolls students receiving Federal assistance under this Act, not later than 18 months after the date of enactment of the Higher Education Amendments of 1998 and annually thereafter, shall report to the State and the general public, in a uniform and comprehensible manner that conforms with the definitions and methods established under subsection (a), the following information:

(A) PASS RATE-

(i) For the most recent year for which the information is available, the pass rate of the institution's graduates on the teacher certification or licensure assessments of the State in which the institution is located, but only for those students who took those assessments within 3 years of completing the program.

(ii) A comparison of the program's pass rate with the average pass rate for programs in the State.

(iii) In the case of teacher preparation programs with fewer than 10 graduates taking any single initial teacher certification or licensure assessment during an academic year, the institution shall collect and publish information with respect to an average pass rate on State certification or licensure assessments taken over a 3-year period.

(B) PROGRAM INFORMATION- The number of students in the program, the average number of hours of supervised practice teaching required for those in the program, and the faculty-student ratio in supervised practice teaching.

(C) STATEMENT- In States that approve or accredit teacher education programs, a statement of whether the institution's program is so approved or accredited.

(D) DESIGNATION AS LOW-PERFORMING- Whether the program has been designated as low-performing by the State under section 208(a).

(2) REQUIREMENT- The information described in paragraph (1) shall be reported through publications such as school catalogs and promotional materials sent to potential applicants, secondary school guidance counselors, and prospective employers of the institution's program graduates.

(3) FINES- In addition to the actions authorized in section 487(c), the Secretary may impose a fine not to exceed \$25,000 on an institution of higher education for failure to provide the information described in this subsection in a timely or accurate manner.

SEC. 208. STATE FUNCTIONS.

(a) STATE ASSESSMENT- In order to receive funds under this Act, a State, not later than 2 years after the date of enactment of the Higher Education Amendments of 1998, shall have in place a procedure to identify, and assist, through the provision of technical assistance, low-performing programs of teacher preparation within institutions of higher education. Such State shall provide the Secretary an annual list of such low-performing institutions that includes an identification of those institutions at-risk of being placed on such list. Such levels of performance shall be determined solely by the State and may include criteria based upon information collected pursuant to this title. Such assessment shall be described in the report under section 207(b).

(b) TERMINATION OF ELIGIBILITY- Any institution of higher education that offers a program of teacher preparation in which the State has withdrawn the State's approval or terminated the State's financial support due to the low performance of the institution's teacher preparation program based upon the State assessment described in subsection (a)--

(1) shall be ineligible for any funding for professional development activities awarded by the Department of Education; and

(2) shall not be permitted to accept or enroll any student that receives aid under title IV of this Act in the institution's teacher preparation program.

(c) NEGOTIATED RULEMAKING- If the Secretary develops any regulations implementing subsection (b)(2), the Secretary shall submit such proposed regulations to a negotiated rulemaking process, which shall include representatives of States, institutions of higher education, and educational and student organizations.

EPSB TIMELINE

February 1, 2000	Initial EPSB training for teacher education institutions
May 7, 2000	Staff training for EPSB board members
May 8, 2000	Draft of preliminary state report on procedures adopted by EPSB
June 24, 2000	Praxis test closure date for report card
June 26, 2000	EPSB training for teacher education institutions and feedback on draft state report on procedures
September 11, 2000	Final state report on procedures adopted by EPSB
October 1, 2000	Institution Exit Data Report due
October 7, 2000	State report on procedures submitted to USDOE
December 31, 2000	Institutions receive cohort lists and tests scores from ETS
April 7, 2001	Institution report card due at EPSB
October 7, 2001	State report card due at USDOE

Information on Institutional and State Reporting

General Questions and Answers

Which states and institutions must prepare reports?

The reports mandated in Title II, section 207, of the HEA are required of two groups:

- (1) **Institutions of higher education (IHE) that conduct teacher preparation programs enrolling students who receive federal assistance under the Title IV of the HEA.** A *teacher preparation program* is a state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. (See appendix B, Glossary.) The law requires institutions to submit timely and accurate reports or risk imposition of a fine of up to \$25,000.
- (2) **States that receive HEA funds.** The term "state" includes the 50 states, the District of Columbia, Puerto Rico, and the insular areas. (See appendix B, Glossary.) States must submit the reports as a condition of receiving HEA funding. NOTE: The guide uses the terms "state" and "state agency" interchangeably to refer to the part of the state government with responsibility for establishing procedures to implement the Title II HEA reporting requirements.

What are the reporting requirements?

Section 207(f) requires each institution to report annually on:

- How well individuals who complete its teacher preparation program perform on initial state licensing and certification assessments in their areas of specialization;
- Basic aspects of its program, such as number of students, amount of required supervised practice teaching, and the student-faculty ratio in supervised practice teaching; and
- Whether it is classified by the state as "low-performing."

Section 207(b) requires each state to report annually on:

- Its licensing and certification requirements (including cut scores on required examinations);
- Descriptions of alternative routes by which individuals may become teachers;
- The percentage of teaching candidates who passed certification or licensure assessments—statewide, for each institution, and for each alternative route to certification;
- Information on the use of waivers of certification or licensure requirements, and the proportion of teachers with these waivers distributed across high- and low-poverty school districts and across subject areas;
- State criteria for assessing the performance of institutions' teacher preparation programs; and
- Other areas that bear on the overall quality of new teachers.

What key definitions do states and institutions need to know?

- ***Teacher Preparation Program:*** A state-approved course of study, the completion of which signifies that an enrollee has met all the state's educational and/or training requirements for initial certification or licensure to teach in the state's elementary or secondary schools. A teacher preparation program may be either a regular program or an alternative route to certification, as defined by the state. Also, it may be within or outside an institution of higher education.

In applying this definition, states and institutions may *not* determine that a teacher preparation program concludes after an individual has passed all examinations the state uses for initial certification or licensure, unless the state or institution requires that an individual pass these examinations before it will confer a degree, institutional certificate, program credential, transcript, or other proof of having met the program's requirements.

For purposes of reporting under the Act, if an institution operates more than one state-defined regular teacher preparation program, the institution's multiple programs must be regarded as a single program.

- **Program Completer:** A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may *not* be used as a criterion for determining who is a program completer.
- **Alternative Route to Certification or Licensure:** As defined by the state.
- **Regular Teacher Preparation Program:** Any teacher preparation program that is not an alternative route to initial certification or licensure.
- **Waiver:** Any temporary or emergency permit, license, or other authorization that permits an individual to teach in a public school classroom without having received an initial certificate or license from that state or any other state.

What processes will states and institutions use to prepare the annual reports?

States, in collaboration with institutions and in consultation with testing companies, will need to develop effective reporting processes, and this guide offers several examples of procedures that they might adopt. In order to help them to meet the reporting requirements with confidence in their data and with a minimum of burden, the Department has developed, for both institutions and states, standard questionnaires and instructions for their completion. The questionnaires call for descriptive information, pass rates, and waiver data.

In collecting data from each state, the Department plans to use a web-based data collection system. It plans to pre-fill much of the information on the standard web-based form. The state will review and approve this information and complete those items on the questionnaire that the Department has not already supplied. The Department will provide administrative and technical support for this web-based submission.

States and institutions should assess the information they now have regarding the characteristics and outcomes of teacher preparation programs and certification and licensure requirements, and procedures they use to permit unlicensed or uncertified individuals to teach. This assessment will allow them to determine where current and reliable data exist and how they may be used to prepare the items on the questionnaires.

States and institutions must report on all of the items on the questionnaires, using the definitions and methods for calculating pass rates and other statistics developed by the Department. States may choose to collect information from institutions using either the standard questionnaire or another reporting format—as long as the institutions and states include, at a minimum, the information requested on the standard questionnaire. If states choose to design their own reporting formats, they are encouraged to do so through collaboration with their institutions and through the use of standardized spreadsheets or reports that minimize the burden on institutions. Given the central coordinating role that they have in the Title II system of institutional and state reporting, states must also be responsible for promoting public confidence in the information that institutions and they report. Therefore, the implementing procedures that states develop in collaboration with institutions of higher education must include reasonable measures that the state will use to ensure that the data institutions and states provide in their reports are complete and accurate and conform to the definitions in the guide.

Questions and Answers About Pass Rates

What pass rates must states and institutions of higher education annually report?

Institutions of higher education must annually report to their states pass rates for completers of regular teacher preparation programs within their institutions (i.e., programs that are not designated by the state as alternative routes). States must ensure that institutions do not include in their regular program pass rates the assessment results of any students who have completed alternative route programs.

States must annually report:

- Institutional pass rates for regular teacher preparation programs within institutions of higher education;
- Statewide pass rates for regular teacher preparation programs within institutions of higher education;
- Pass rates for regular programs, if any, outside of institutions of higher education; and
- Pass rates for alternative routes, if any, as defined by the state.

How will institutions get the information they need to report pass-rate data?

This guide provides the definitions and methods that institutions and states must use to calculate pass rates. States must develop implementing procedures that ensure that institutions obtain the test scores and pass-rate information that they need in order to verify and report pass-rate calculations by April 7 of each year, beginning in 2001.

While circumstances in each state vary, the information that institutions need for reporting pass rates on state assessments are held generally by three different sources:

- Institutions, which know who completed their teacher preparation programs for specific areas of specialization, but which may not maintain files of the test results of these individuals;
- Testing companies (or in some cases state agencies) which have test results and can calculate pass rates; and
- State certification and licensure and other agencies, which know the required assessments for teacher licensure and certification and may also have files with individual test results, but may lack information regarding an individual's teacher preparation program and/or area of specialization.

In collaboration with the testing companies and all public and private institutions in their states, states will need to specify how each institution can, in a timely manner: (1) receive pass rates and related verification data for their program completers from the testing company (or state); (2) verify the pass rates; and (3) resolve any apparent discrepancies. By October 7, 2000, states also will need to submit to the Department public reports of the procedures and processes they have established for doing so.

Challenges no doubt will emerge, particularly in the initial years of reporting, as state agencies work with institutions and testing companies to develop and implement workable procedures. In this regard, the Department is prepared to help in various ways to answer questions about state and institutional reporting responsibilities and to help facilitate discussions, if they are needed, among these three stakeholder groups.

How will states get the information they need to report pass-rate data?

States will receive reports containing pass-rate information from all institutions. States also will identify alternative route programs and regular teacher preparation programs outside of institutions of higher education (if any), and will develop procedures for the receipt of pass-rate data for completers of each of these programs.

States will determine who will calculate the data they need to report on statewide pass rates. For example, some states may have files of data that will allow them to generate pass rates. Other

states will work with testing companies to determine when, and in what form, data will be received that will allow the states to generate pass rates.

Can institutions and states report supplemental information that gives a more complete picture of their teacher preparation efforts?

Yes. In the Title II accountability system, institutional pass rates are a key measure of the performance of teacher preparation programs. However, the Department recognizes that pass rates of those who complete a teacher preparation program are just one measure of program quality. No single annual statistic can reflect the complexity of an institution's efforts to recruit and prepare qualified teachers.

Moreover, while section 207 requires each institution to report pass rates of its program completers on examinations the state uses for initial certification or licensure, it is important that these pass rates be considered in the context of a particular teacher preparation program and the students it serves. Reported variations in institutional pass rates may be attributable to the important diversity—and unique missions—of land-grant institutions, historically black colleges and universities, independent colleges, urban and research institutions, and other institutions that comprise the American system of higher education. Supplemental information that describes and explains these varying circumstances may be very useful to the public, prospective applicants, and state policymakers as they examine the Title II reports to learn about teacher preparation programs in each state and state policies that govern who may teach in its classrooms.

Further, in a number of states the pass-rate information that section 207 and this guide require to be reported may not provide a useful measure of a program's true performance. For example, some states do not permit an institution to determine that enrollees have completed a teacher preparation program unless the institution first confirms that they have passed all of the pertinent state certification or licensure tests. As reflected in this guide, the Department's reporting system would have the institutions report 100 percent pass rates for their program completers on these examinations, even though these data—while consistent with the requirements in section 207—plainly say little about the relative performance or quality of the teacher preparation programs in that state.

So that the public will understand when a reported 100 percent pass rate reflects institutional requirements such as these, the guide requires states to report those cases in which institutions require some or all of the assessments used for teacher certification or licensure to be taken either (a) prior to admission to the program, or (b) as a condition of completion of or graduation from the institution's teacher preparation program. Where these situations exist, institutions or states may want to provide supplementary descriptive information and measures that can give the public a better understanding of the performance of their teacher preparation programs.

Thus, the Department encourages all institutions and states to work to make their data systems for assessing program quality more comprehensive and to go beyond the reporting requirements so that their reports provide a richer picture of their efforts to provide high quality teacher education.

Many types of supplemental information could be provided. For example, institutions might report on

- The philosophical underpinnings of their programs;
- The demographics of their students and completers;
- The pass rates of those who complete programs they offer that are alternative routes to initial certification and licensure, as well as pass rates that reflect the combined scores of all of the institution's program completers—both of regular teacher preparation programs and of alternative route programs;

- The number of completers hired in their fields in the first year of eligibility;
- The retention rate of their program completers;
- The performance of their completers who take assessments to teach in other states but do not take any assessments used by the home state; and
- The percent of their program completers who have been certified by the National Board for Professional Teaching Standards.

While the standard formats for the state and institutional questionnaires offer a designated section for supplemental information, this information may be reported in any format that institutions and states desire—provided that the report clearly shows which information is required by this guide and which is supplemental. Each state, in consultation with institutions of higher education, will determine the content and format of all supplemental information that the state will report to the Secretary. The Department will develop appropriate ways to include supplemental information in its report to Congress.

Will the Department compare pass rates among states?

No. The Department will not use the pass-rate data collected in these annual reports for the purpose of making comparisons among states, and it will strongly advise the public not to do so. The Department recognizes that the many differences among state approaches to teacher preparation, such as the use of different tests, different cut scores on examinations, and different admissions standards for teacher preparation programs, make these kinds of comparisons inappropriate and invalid.

For states and institutions, what pass-rate information is required, and what additional pass-rate information may they choose to report?

Institutions and states will report pass rates on teacher assessments for all teacher preparation program completers in an academic year.

Required reporting for institutions of higher education

- *Institutions must report pass rates on teacher assessments for all program completers of their regular teacher preparation programs.* Program completers of an institution of higher education include all graduates who have met the requirements of its teacher preparation program and all others who are documented as having met those requirements. Whether an institution recommends or does not recommend an individual to the state for initial certification or licensure is *not* a factor in determining whether the individual is a program completer.

Since the focus of the annual reports is on the preparation of teachers, the definition of a program completer does not extend to individuals enrolled in schools, colleges, or departments of education who, for example, are studying to be guidance counselors or preparing to become any of the other non-teaching professionals. Therefore, the test scores of these individuals should not be included in an institution's pass rates.

- *Institutions must report comparisons between their pass rates and the statewide institutional pass rates.* States will provide institutions with these statewide pass rates.

Optional supplemental reporting for institutions of higher education

- *Institutions may provide additional pass rates as supplemental information.* For example, institutions may provide, if applicable, (a) pass rates of their completers of alternative route programs; and (b) combined pass rates of all their completers (of both regular and alternative routes).

Required reporting for states

- *States must report institutional pass rates, by institution.*
- *States must report the pass rates for alternative route programs and for regular teacher preparation programs, if any, outside of institutions of higher education.* In determining

pass rates of alternative routes to certification and licensure, the guide's general definition of program completer must be applied as closely as possible.

A state's report must include: (a) descriptions of each of the state-established alternative routes to initial certification or licensure; and (b) separate pass rates on assessments the state uses for initial certification or licensure, for completers of *each* of these alternative routes. State reporting of this information responds to the public's need for information about the growing diversity of options for receiving a teaching certificate or license.

- *States must report statewide pass rates.* States must report, for each test, the statewide pass rate for all completers of regular programs at institutions of higher education. The statewide pass rates will be computed based on the test results of all regular program completers at a state's institutions of higher education. (The statewide pass rates will *not* include completers of alternative route programs and programs outside of institutions of higher education.)

Optional supplemental reporting for states

- *States may provide additional pass rates as supplemental information.* For example, they may report pass rates for alternative route programs by institution of higher education. In addition, in cases where states permit more than one institution of higher education to conduct a single alternative route program, states may include as supplemental information the pass rates, by institution, for completers of this alternative route.

How will pass rates of institutions and states be calculated?

Institutional and state pass rates will be calculated using the following procedures.

- *Pass rates will be reported annually.* The first annual institutional and state reports, due on April 7, 2001 and October 7, 2001, respectively, will contain pass-rate data for the academic year 1999-2000 cohort of program completers.
- *Institutions and states will eventually report annually on two cohorts.* In their first annual reports, due April 7, 2001, institutions will be reporting to states—and states will later report to the Secretary—on the 1999-2000 cohort of program completers. In April 2002 and April 2003, respectively, institutions will report on the next two cohorts of program completers. However, in April of 2004, institutions not only will need to report on those who completed their programs in 2002-2003; they also will need to update the initial pass-rate data on the 1999-2000 cohort.

Thereafter, every institutional report (and the portion of every state report containing institutional pass rates) will include both pass rates on the most recent cohort of completers and updated pass rates on the cohort that finished the program 3 years earlier. This same sequence applies to the state's reporting on pass rates of cohorts of program completers of alternative routes to certification and licensure and regular programs outside of institutions of higher education.

Table 1 illustrates this pattern:

Table 1: Sequence of Pass-Rate Reporting

Report Year	Cohort of 1999-2000	Cohort of 2000-2001	Cohort of 2001-2002	Cohort of 2002-2003
2001	<i>Pass rates</i>			
2002		<i>Pass rates</i>		
2003			<i>Pass rates</i>	
2004	<i>Updates</i>			<i>Pass rates</i>
2005		<i>Updates</i>		
2006			<i>Updates</i>	
2007				<i>Updates</i>

This form of updating pass-rate data conforms to requirements of section 207 of Title II, and is needed so that a cohort's pass rates can include the scores of its program completers on certification or licensure examinations taken after the initial testing period's test closure date.

- *Pass rates must be calculated for all tests that are used by the state for initial teacher certification or licensure.* Therefore, testing companies (or states) will need to collect certain information to be able to calculate and report pass rates for cohorts of regular and alternative route program completers. This information includes: a comprehensive list of all certificates or licenses (for areas of specialization approved by the state) for the cohort year; the requirements and cut scores for certificates or licenses; and the teacher preparation programs and the certificates or licenses for which they are approved.
- *The tests and cut scores used to determine pass rates must be valid for the initial certification of each individual program completer as of the test closure date.* States change their test requirements from time to time, and individuals within a particular cohort may have taken the same tests under different cut-score requirements. Some states "grandfather in" (and so count as a "pass" when they calculate the cohort pass rate) completers who previously passed a test with a score below the current cut score or who passed a different test. Other states do not. It is up to the state to determine the tests and cut scores that it considers valid for an individual at the time of the test closure date for his or her cohort. Pass rates must be based on these valid tests and cut scores.
- *Pass rates will likely be calculated either by testing companies or by states that have test files.* The rates will be reported for each academic year's cohort of program completers for tests related to the completer's area of specialization. These tests must have been taken not more than 5 years before program completion (or up to 3 years afterwards) and must be valid for the individual completer as of the test closure date. In cases where a completer has taken the same test more than once, the result of the test on which the completer attained the highest score is to be used.
- *Pass rates will be computed using the "rule of 10."* In order for data on an assessment to be reported, there must be at least 10 program completers taking that assessment in an academic year. For aggregate or summary data, there must also be at least 10 program completers (though not necessarily taking the same assessment) for the data to be reported.
- *Institutions and states will report three kinds of pass rates.*
 1. A single assessment pass rate is defined as the proportion of program completers who passed the assessment, among all who took the assessment.
 2. Aggregate pass rates are defined as the proportion of program completers who passed all the tests they took in each of the six following skill or knowledge areas, among all program completers who took one or more tests in each area.
 - Basic skills;
 - Professional knowledge and pedagogy;
 - Academic content areas (e.g., mathematics, social studies, science, the arts);
 - Teaching special populations (e.g., special education, English as a Second Language);
 - Other content areas (e.g., agriculture, marketing, computer science); and
 - Performance assessments.
 3. Summary pass rates are defined as the proportion of program completers who passed all tests they took for their areas of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state.

If a state requires portfolios or other performance assessments on which candidates receive a pass-fail designation, pass rates must be reported in the "Performance Assessments" category of

the report. In addition, in some states, a single score is given across two or more tests. In those instances, the single score for the set of multiple tests should be used in calculating a pass rate for that set. If a state does not require any tests for initial certification, neither institutions nor the state need to report pass-rate data.

A sample table is provided below to illustrate aggregate and summary pass rates. In this example, the reader can see what happens if a candidate begins a series of assessments required in a particular skill or knowledge area. If a candidate begins the series—that is, takes one or more assessments within a category—and passes all the assessments taken, he or she is counted for purposes of institutional pass rates as a *pass*. If a candidate begins a series of assessments and fails one or more before the test closure date, he or she is counted for purposes of institutional pass rates as a *fail*.

Table 2: Calculating Aggregate and Summary Institutional Pass Rates
An Institutional Profile of Assessment Results of Program Completers

Student	Aggregate Categories						Student Pass Status
	Basic Skills (3 tests)	Professional Knowledge and Pedagogy (1 test)	Academic Content Area (1 or 2 tests)	Other Content Areas	Teaching Special Populations	Performance Assessments	
1	P (P,P,P)	P	P (P,P)	--	--	--	P
2	P (P,P,P)	P	--	--	--	--	P
3	P (P,P,P)	P	F (P,F)	--	--	--	F
4	F (P,P,F)	--	--	--	--	--	F
5	P (P,P,P)	--	--	P (P,P)	--	--	P
6	P (P,P,P)	F	P (P)	--	--	--	F
7	P (P,P,P)	F	P (P,P)	--	--	--	F
8	P (P,P, -)	P	P (P, --)	P (P)			P
Pass rate = % passing	88%	67%	80%	100%			Summary Pass Rate = 50 percent

(P = Pass; F = Fail; -- = not taken)

How will states rank institutions based on their pass rates?

The annual state reports must include quartile rankings for each reporting institution in the state, based on (1) its pass rate in each aggregate category of assessment (i.e., basic skills, professional knowledge and pedagogy), and (2) its summary pass rate. When providing these aggregate-category and summary rankings, states must also report—for each quartile—the mean pass rate

and the range. These data will show the average test performance and the low and high scores for each quartile. More detailed rules for reporting these rankings are included in appendix F.

What information must states report regarding individuals who completed teacher preparation programs in another state?

States are not required to report the pass rates of individuals who completed teacher preparation programs in another state. However, states do need to report the total number of individuals for each reporting period who receive their initial teaching certification or licensure and the number of these individuals who completed teacher preparation programs in another state.

What process will institutions, states, and testing companies use to calculate pass rates?

Following the procedures established in each state, each institution will (1) identify its regular program completers by social security number or other identifying information, together with their areas of specialization, and (2) provide this information to the testing company (or state). The testing company (or state) will then compute the pass rates (on assessments in the certification and licensure areas that correspond to these areas of specialization) of the institution's regular program completers, and return the pass rates to the institution. The testing company (or state) also will provide the institution other information that the institution may use to verify the pass rates.

States will develop comparable procedures to calculate pass rates for completers of regular programs not administered by institutions of higher education and completers of alternative route programs. To assist institutions, states, and testing companies, pages 21, 22, and 28 of the guide offer detailed flowcharts describing examples of two processes that institutions and states may wish to use, and descriptions of what the steps in these processes might entail.

How can institutions verify their pass rates?

Since institutions will be held accountable for the pass rates of their regular program completers, they need to have confidence in the pass rates that they report. For this reason, institutions must be able to receive timely data from testing companies or state agencies with which to verify the accuracy of pass-rate calculations and, if necessary, resolve any disagreements about what these pass rates should be. Working in collaboration with public and private institutions and testing companies, state agencies will need to ensure that their procedures for implementing the section 207 reporting requirements permit institutions to do this.

Data Institutions Will Receive. At a minimum, these verification procedures must permit each institution to receive all of the examination scores that the testing company or state agency used to compute its pass rates, together with information that identifies all program completers who took each examination. Moreover, each institution must receive this information in sufficient time to enable it to verify the pass rates that the state or testing company has calculated, resolve any discrepancies, and submit the required institutional report by the due date.

In some states, state laws and procedures will permit institutions to receive information (e.g., social security numbers) that links the test scores to each individual completer. While a reasonable system of verification may not require institutions to receive these "linked data," the Department recognizes that, for institutions, they are the best and most desirable information available. In this regard, the procedures discussed in this guide for providing institutions with these linked test-score data are consistent with federal law, including the Family Educational Rights and Privacy Act.

However, the Department also recognizes that in some states the test scores and completer names might need to be disassociated because of state law or compelling state policy. For example, it is possible that the laws of some states preclude institutions from securing the test scores of individual program completers without their consent. It also is possible that the laws of certain states may impede state agencies from being the conduit through which testing companies can

provide individual test scores to the respective institutions, out of fear that test scores maintained by the state agency would thereby become records that are publicly available without consent. (Notwithstanding these state laws, under FERPA, test scores linked to the names of program completers would not be publicly available so long as the state agency and institutions in the state agree that, in maintaining these records, the state agency is acting on behalf of the institutions so that they can verify their pass rates.) While the state agency could still adopt procedures for having linked test scores flow directly between the testing company and the institutions, it is possible that the costs and burden of such a system would be prohibitive. It is vital that states seek ways to overcome these kinds of problems so that, to the maximum extent possible, institutions are able to verify pass-rate calculations using linked test-score data. In this regard, the Department is prepared to work with states and others to help them find ways to achieve this objective.

Unless teaching candidates have agreed to release their test scores to an institution, the institution has no legitimate interest in retaining a particular candidate's scores received through these reporting procedures once the institution has verified (or corrected) the testing company's pass-rate calculations. The Department urges the state and institutions to agree to procedures under which the institutions will destroy these linked scores once they are no longer needed for institutional reports.

Dispute Resolution Procedures. In most cases, an institution should be able without difficulty to receive from the testing company or state the test-score and test-taker data that state procedures permit, and to confirm the accuracy of pass-rate calculations. However, it is possible that in a small number of cases an institution either will not receive these data, or will not be able to satisfactorily resolve disagreements about how their pass rates should be calculated. To accommodate these situations, the state's implementing procedures must contain the following elements.

1. If an institution cannot secure data in a timely manner, the institution must promptly (a) inform in writing its state and the Department of the problem, and (b) propose a schedule for reporting to the state the required pass rates, based on the testing company's (or state's) estimate of when the institution will receive the data it needs to report. The state either will accept the schedule or will work to resolve the problem.
2. If an institution cannot resolve a disagreement with the testing company or state about how to calculate its pass rate(s), the state will employ an impartial process for receipt and resolution of disputes in time to permit the institution to prepare its report. This process must include procedures for the institution to send a written explanation of the dispute to the state within 10 days of reaching an impasse with the testing company. In the event the institution reaches an impasse with the state, the process also must include procedures for the state and institution to send written explanations of the dispute to the Department within 10 days. (The Department will provide its resolution of the dispute as quickly as possible on the basis of these written explanations in order that the institution can report on schedule.)

Questions and Answers About Waivers

How does the guide define "waivers" of state certification or licensure requirements?

Parents expect that their children's teachers meet the state's minimum professional standards. Title II requires that states report on the numbers of teachers who are working in the public schools without having met the requirements for initial licensure or certification that the state has established.

States use many different terms to describe the waivers they provide to permit individuals who have not met all of the state certification or licensure requirements to be classroom teachers. Some states do not even use the term “waiver.” Given the Department’s responsibility for developing key definitions and uniform reporting methods to govern state and institutional reports, this guide adopts a standard definition for the term. As used in this guide, the term **waiver** means any temporary or permanent permit, license, or other authorization that permits an individual to teach in a public school classroom in a state without having received an initial teaching certification or license from that state *or any other state*.

Therefore, the number of waivers that a state reports in the four categories described immediately below *must exclude* individuals who have received an initial teacher certification or license in another state, but are not licensed or certified to teach in the reporting state. In addition, in states that grant only provisional licenses initially, states must exclude from the number of waivers they report those individuals who receive an initial credential (often called “provisional”) but are required by the state to teach for a specified period (or to meet other additional requirements) before being fully certified or licensed.

What types of waiver information must states provide?

States need annually to provide four types of waiver information on public school teachers for the previous school year:

1. ***Total waivers.*** Each state must report the number of teachers for whom the state has granted waivers because they do not possess an initial certificate or license from that state or any other state. This number also includes waivers for teachers who are pursuing state licensure or certification as part of an alternative route but who have not yet received their credential.
2. ***Waivers, disaggregated by identified subject area and specialty.*** Each state must report the number of waivers granted for individuals teaching in subject areas and specialties such as elementary education, the arts, bilingual education/ESL, special education, and career/technical education; and, at the middle, junior high, and high school levels, English/language arts, foreign languages, mathematics, science, and social studies.
3. ***Waivers in identified subject areas granted to middle, junior high, and high school teachers who have sufficient content knowledge, but have not met pedagogy requirements.*** States must disaggregate, from the total number of waivers granted for middle, junior high, and high school teachers of specified subject areas, the number of these individuals who are not certified, but have sufficient content knowledge. States will collect and report this information using their own definitions of the grade levels in middle, junior high, and high school. This guide requires this information because it is important to differentiate between waivers granted for teachers who have adequate subject matter knowledge and waivers granted for those who do not.

For a subject-area teacher, having “sufficient content knowledge” means that the teacher holds at least a bachelor’s degree and demonstrates a high level of competency in all subject areas in which he or she teaches through—

- Completing an academic major in each of the subject areas in which he or she provides instruction, or
 - Passing the state’s assessments of subject-area knowledge (however a state chooses to define “passing” for this purpose).
4. ***Waivers, disaggregated by poverty level of school districts.*** Of the total number of waivers granted each year, states must report the number granted statewide for teachers in high-poverty school districts and the number granted statewide to teachers in all other districts. High-poverty school districts are defined as those districts eligible for Title I concentration grants under the Elementary and Secondary Education Act. Low-poverty school districts are defined as all other districts in the state.

In order to provide a context for the waiver data that states will provide, states must also report:

- The total number of public school teachers in the state;
- The total number of public school teachers in the state distributed across high-poverty districts and all other districts in the state; and
- The total number of public school teachers in the state distributed across the subject areas and grade levels for which the state questionnaire requires data on individuals teaching with waivers.

As of what date will states collect data on waivers?

States must count the number of individuals teaching with waivers and the total number of teachers on October 1 of each year. They will provide these data (aggregated and disaggregated) in the following year's annual report. October 1, 2000, therefore, will be the first data collection date, and the data will be reported in the state report that is due in October 2001.

How might a state collect the required waiver data?

The state must report the numbers, proportions, and distribution of individuals with waivers, *as the term "waiver" is defined in this guide*. To ensure that it can receive this information from school districts throughout the state with as little burden as possible, the state may want (1) to discuss the requirements with the state educational agency and school districts across the state, and (2) to collaborate with them on ways to reasonably collect these data, such as modifying the applications for waivers that school districts must submit to the state in order to hire individuals who have not received initial certification or licensure to teach.

Does the guide's definition of waivers have any effect on the reporting of pass rates?

No. Individuals who are teaching on the basis of a waiver, but who have yet to complete a teacher preparation program, are not program completers. Regardless of how long they are in the classroom, the scores of these individuals on licensing and certification exams would not be included in institutional pass rates until they have completed requirements of a teacher preparation program (i.e., they become program completers). Those who receive waivers and who are part of an institution's cohort of program completers have their scores included in the institutions' pass rates like any other completer in the cohort. (The same is true for individuals teaching on waivers who have yet to complete an alternative route to certification or licensure, or who are completers of programs not operated at institutions of higher education. The scores of these individuals are not included in pass rates that states report on alternative routes or on regular programs outside of institutions of higher education—or supplemental information that institutions choose to report on these individuals—because they, too, are not program completers.)

Annual Reports

States, in collaboration with institutions and in consultation with testing companies, will need to work out the most efficient state-level process for completing institutional and state reports, one that is compatible with state and institutional relationships and the availability of data. The Reference and Reporting Guide offers two approaches to preparing the institutional pass rates for program completers. The guide also offers an approach to preparing the annual state report. These approaches have benefited from reviews by institutions, states, and testing companies; however, they are simply suggestions. The Department understands that the unique conditions and requirements for teacher certification and licensure in each state may require the implementation of processes that vary from state to state.

Preliminary State Report on Procedures

Given its responsibility for implementing section 207 of the HEA, the Department needs to be able to confirm, well before the first institutional reports are due on April 7, 2001, that each state has established adequate procedures for implementing the requirements in this guide. Doing so will allow the Department to ensure that institutions and states can provide the required information in their first reports in a timely manner. Therefore, no later than October 7, 2000, each state must submit to the Department a report on the procedures that it has established or is establishing to implement the reporting requirements in this guide. At a minimum, this report must—

1. Identify the state agency that is responsible for submitting the state report.
2. Describe the process the state has used to establish implementing procedures in collaboration with public and private institutions in the state and, as applicable, the testing company. Among other things, the state must include any necessary state-specific interpretations of the guide and describe the steps it has taken to provide all public and private institutions that have teacher training programs with the opportunity to participate in the development of these procedures.
3. Describe the procedures that ensure that
 - The state and each institution that reports to it will use the definitions of “teacher preparation program,” “program completer,” “pass rates,” “waivers,” and other terms that the guide establishes, and
 - The information to be reported by the state and institutions, including pass rates, is complete and accurate
4. Describe the major steps for aggregating the information needed to calculate, verify, and report the pass rates. For example, a state might report that the testing company will match an institution’s completers with test files and calculate the pass rates for them. The state does not need to provide detail about exactly how the matching and calculation will be accomplished.
5. Confirm that the state has established
 - The list of subject areas in which program completers may receive teacher certification or licensure, the relevant certification or licensure test(s) for each area of specialization, and cut scores applicable to members of that cohort; and
 - A common format with which (1) institutions will send the identities of their program completers and their areas of specialization to the state or the testing company, as appropriate, and (2) the state agency or the testing company, as appropriate, will send test scores of these program completers back to the institutions.
6. Identify
 - The academic year and test closure date for each cohort of program completers;
 - The date by which institutions must submit to the state or testing company, as applicable, their lists of regular program completers and their areas of specialization;
 - The date that institutions will receive pass rates and verification data for these completers on certification and licensure examinations they have taken in their areas of specialization, and the process by which they will receive this information from the state or the testing company, as applicable;
 - What information institutions will receive to enable them to verify pass-rate data, including explanations for any limitations in the data provided; and
 - The components of the resolution process that will be available to institutions should they disagree with state or testing company designations of program completers or the calculation of pass rates.

7. Describe, only if the state has developed them, the state's procedures for (1) identifying low-performing teacher preparation programs within institutions of higher education and institutions at risk of being considered low-performing; and (2) providing technical assistance to low-performing institutions (see section 208 of Title II). NOTE: All states will be required to have in place procedures for identifying low-performing and at-risk teacher preparation programs so that they will be able to describe these procedures and identify the programs, if any, in their annual reports beginning October 7, 2001.

In addition, states are free to include in their reports any other information they believe would help the Department and the public understand the procedures that they, and institutions, will use to prepare their annual reports.

PRELIMINARY KENTUCKY REPORT ON PROCEDURES

INTRODUCTION

The Education Profession Standards Board (EPSB) is the agency of record for the Title II Report Card for Kentucky. The EPSB adopted a draft preliminary state report on procedures at its meeting on May 8, 2000. The EPSB will approve the final state report on procedures at its meeting on September 11, 2000.

PROCESS FOR ESTABLISHING PROCEDURES

On February 1, 2000 the chair of the EPSB and board staff provided training to representatives of Kentucky's teacher education institutions. The training included an overview of a draft of the Title II Reference and Reporting Guide and discussion relating to the process for establishing procedures and scenarios of possible procedures.

On May 7, 2000 staff provided training for members of the EPSB. The training included orientation on the legislative requirements, and a walk through of the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

On May 8, 2000 the EPSB adopted a draft preliminary state report on procedures.

On June 26, 2000 the EPSB chair and staff will provide additional training to the deans and Title II contacts of the 26 Kentucky teacher education institutions. This training will include an overview of the institutional requirements in the final Guide and the opportunity to provide feedback on the draft preliminary state report on procedures. We will strive for consensus on issue items.

On September 11, 2000 staff will recommend a final Kentucky Preliminary Report on Procedures to the EPSB for adoption. To the extent possible, recommendations from the June 26, 2000 workshop will be incorporated into the final report. Upon approval by the EPSB, the Kentucky Preliminary Report on Procedures will be distributed to the deans and Title II contacts at the 26 Kentucky teacher education institutions.

ESTABLISHED PROCEDURES

FOR AGGREGATING PASS RATE INFORMATION

The Educational Testing Service (ETS) will generate pass rate information for Kentucky. ETS has set a rate of \$500 per institution to do this work. The Kentucky teacher education institutions will submit their payment to EPSB and EPSB will contract with ETS for this service. ETS will match teacher education institutions lists of completers with test files and calculate institutional pass rate.

LIST OF SUBJECT AREAS

EPSB, the teacher education institutions and ETS are in agreement on the list of subject areas in which the program completer cohort may receive teacher certification, and the relevant ETS certification test(s) for each area of specialization, and passing scores applicable for members of that cohort.

FORMAT FOR INSTITUTIONAL LISTS OF PROGRAM COMPLETERS

Institutional lists of program completers will be generated from the *Institution Exit Data Report*. The generated cohort list will include first name, middle initial, last name, date of birth, and the field of specialization or certification area.

INFORMATION FLOW FOR TEST SCORES

(See the flow chart on the following page)

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graph TD; A[1. Preliminary step: EPSB reach final agreement on process.] --> B[2. IHE prepares its Institution Exit Data Report]; B --> C[3. IHE sends the report to EPSB]; C --> D[4. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; D --> E[5. IHE reports and resolves discrepancies with EPSB.]; E --> F[6. IHE sends the institutional Report Card to EPSB]; F --> G[7. EPSB sends lists of program completers to ETS]; G --> H[8. ETS matches completers with test files and generates lists with name, birth date and best score from past five years.]; H --> I[9. ETS computes final pass rates and sends to EPSB]; I --> J[10. EPSB sends lists to institutions]; J --> K[11. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; K --> L[12. IHE reports and resolves discrepancies with EPSB.]; L --> M[13. IHE sends the institutional Report Card to EPSB]; M --> N[14. EPSB sends final lists to ETS]; N --> O[15. ETS computes final pass rates and sends to EPSB]; O --> P[16. EPSB sends final lists to institutions]; P --> Q[17. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; Q --> R[18. IHE reports and resolves discrepancies with EPSB.]; R --> S[19. IHE sends the institutional Report Card to EPSB]; S --> T[20. EPSB sends final lists to ETS]; T --> U[21. ETS computes final pass rates and sends to EPSB]; U --> V[22. EPSB sends final lists to institutions]; V --> W[23. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; W --> X[24. IHE reports and resolves discrepancies with EPSB.]; X --> Y[25. IHE sends the institutional Report Card to EPSB]; Y --> Z[26. EPSB sends final lists to ETS]; Z --> AA[27. ETS computes final pass rates and sends to EPSB]; AA --> AB[28. EPSB sends final lists to institutions]; AB --> AC[29. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; AC --> AD[30. IHE reports and resolves discrepancies with EPSB.]; AD --> AE[31. IHE sends the institutional Report Card to EPSB]; AE --> AF[32. EPSB sends final lists to ETS]; AF --> AG[33. ETS computes final pass rates and sends to EPSB]; AG --> AH[34. EPSB sends final lists to institutions]; AH --> AI[35. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; AI --> AJ[36. IHE reports and resolves discrepancies with EPSB.]; AJ --> AK[37. IHE sends the institutional Report Card to EPSB]; AK --> AL[38. EPSB sends final lists to ETS]; AL --> AM[39. ETS computes final pass rates and sends to EPSB]; AM --> AN[40. EPSB sends final lists to institutions]; AN --> AO[41. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; AO --> AP[42. IHE reports and resolves discrepancies with EPSB.]; AP --> AQ[43. IHE sends the institutional Report Card to EPSB]; AQ --> AR[44. EPSB sends final lists to ETS]; AR --> AS[45. ETS computes final pass rates and sends to EPSB]; AS --> AT[46. EPSB sends final lists to institutions]; AT --> AU[47. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; AU --> AV[48. IHE reports and resolves discrepancies with EPSB.]; AV --> AW[49. IHE sends the institutional Report Card to EPSB]; AW --> AX[50. EPSB sends final lists to ETS]; AX --> AY[51. ETS computes final pass rates and sends to EPSB]; AY --> AZ[52. EPSB sends final lists to institutions]; AZ --> BA[53. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; BA --> BB[54. IHE reports and resolves discrepancies with EPSB.]; BB --> BC[55. IHE sends the institutional Report Card to EPSB]; BC --> BD[56. EPSB sends final lists to ETS]; BD --> BE[57. ETS computes final pass rates and sends to EPSB]; BE --> BF[58. EPSB sends final lists to institutions]; BF --> BG[59. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; BG --> BH[60. IHE reports and resolves discrepancies with EPSB.]; BH --> BI[61. IHE sends the institutional Report Card to EPSB]; BI --> BJ[62. EPSB sends final lists to ETS]; BJ --> BK[63. ETS computes final pass rates and sends to EPSB]; BK --> BL[64. EPSB sends final lists to institutions]; BL --> BM[65. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; BM --> BN[66. IHE reports and resolves discrepancies with EPSB.]; BN --> BO[67. IHE sends the institutional Report Card to EPSB]; BO --> BP[68. EPSB sends final lists to ETS]; BP --> BQ[69. ETS computes final pass rates and sends to EPSB]; BQ --> BR[70. EPSB sends final lists to institutions]; BR --> BS[71. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; BS --> BT[72. IHE reports and resolves discrepancies with EPSB.]; BT --> BU[73. IHE sends the institutional Report Card to EPSB]; BU --> BV[74. EPSB sends final lists to ETS]; BV --> BW[75. ETS computes final pass rates and sends to EPSB]; BW --> BX[76. EPSB sends final lists to institutions]; BX --> BY[77. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; BY --> BZ[78. IHE reports and resolves discrepancies with EPSB.]; BZ --> C1[79. IHE sends the institutional Report Card to EPSB]; C1 --> C2[80. EPSB sends final lists to ETS]; C2 --> C3[81. ETS computes final pass rates and sends to EPSB]; C3 --> C4[82. EPSB sends final lists to institutions]; C4 --> C5[83. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C5 --> C6[84. IHE reports and resolves discrepancies with EPSB.]; C6 --> C7[85. IHE sends the institutional Report Card to EPSB]; C7 --> C8[86. EPSB sends final lists to ETS]; C8 --> C9[87. ETS computes final pass rates and sends to EPSB]; C9 --> C10[88. EPSB sends final lists to institutions]; C10 --> C11[89. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C11 --> C12[90. IHE reports and resolves discrepancies with EPSB.]; C12 --> C13[91. IHE sends the institutional Report Card to EPSB]; C13 --> C14[92. EPSB sends final lists to ETS]; C14 --> C15[93. ETS computes final pass rates and sends to EPSB]; C15 --> C16[94. EPSB sends final lists to institutions]; C16 --> C17[95. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C17 --> C18[96. IHE reports and resolves discrepancies with EPSB.]; C18 --> C19[97. IHE sends the institutional Report Card to EPSB]; C19 --> C20[98. EPSB sends final lists to ETS]; C20 --> C21[99. ETS computes final pass rates and sends to EPSB]; C21 --> C22[100. EPSB sends final lists to institutions]; C22 --> C23[101. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C23 --> C24[102. IHE reports and resolves discrepancies with EPSB.]; C24 --> C25[103. IHE sends the institutional Report Card to EPSB]; C25 --> C26[104. EPSB sends final lists to ETS]; C26 --> C27[105. ETS computes final pass rates and sends to EPSB]; C27 --> C28[106. EPSB sends final lists to institutions]; C28 --> C29[107. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C29 --> C30[108. IHE reports and resolves discrepancies with EPSB.]; C30 --> C31[109. IHE sends the institutional Report Card to EPSB]; C31 --> C32[110. EPSB sends final lists to ETS]; C32 --> C33[111. ETS computes final pass rates and sends to EPSB]; C33 --> C34[112. EPSB sends final lists to institutions]; C34 --> C35[113. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C35 --> C36[114. IHE reports and resolves discrepancies with EPSB.]; C36 --> C37[115. IHE sends the institutional Report Card to EPSB]; C37 --> C38[116. EPSB sends final lists to ETS]; C38 --> C39[117. ETS computes final pass rates and sends to EPSB]; C39 --> C40[118. EPSB sends final lists to institutions]; C40 --> C41[119. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C41 --> C42[120. IHE reports and resolves discrepancies with EPSB.]; C42 --> C43[121. IHE sends the institutional Report Card to EPSB]; C43 --> C44[122. EPSB sends final lists to ETS]; C44 --> C45[123. ETS computes final pass rates and sends to EPSB]; C45 --> C46[124. EPSB sends final lists to institutions]; C46 --> C47[125. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C47 --> C48[126. IHE reports and resolves discrepancies with EPSB.]; C48 --> C49[127. IHE sends the institutional Report Card to EPSB]; C49 --> C50[128. EPSB sends final lists to ETS]; C50 --> C51[129. ETS computes final pass rates and sends to EPSB]; C51 --> C52[130. EPSB sends final lists to institutions]; C52 --> C53[131. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C53 --> C54[132. IHE reports and resolves discrepancies with EPSB.]; C54 --> C55[133. IHE sends the institutional Report Card to EPSB]; C55 --> C56[134. EPSB sends final lists to ETS]; C56 --> C57[135. ETS computes final pass rates and sends to EPSB]; C57 --> C58[136. EPSB sends final lists to institutions]; C58 --> C59[137. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C59 --> C60[138. IHE reports and resolves discrepancies with EPSB.]; C60 --> C61[139. IHE sends the institutional Report Card to EPSB]; C61 --> C62[140. EPSB sends final lists to ETS]; C62 --> C63[141. ETS computes final pass rates and sends to EPSB]; C63 --> C64[142. EPSB sends final lists to institutions]; C64 --> C65[143. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C65 --> C66[144. IHE reports and resolves discrepancies with EPSB.]; C66 --> C67[145. IHE sends the institutional Report Card to EPSB]; C67 --> C68[146. EPSB sends final lists to ETS]; C68 --> C69[147. ETS computes final pass rates and sends to EPSB]; C69 --> C70[148. EPSB sends final lists to institutions]; C70 --> C71[149. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C71 --> C72[150. IHE reports and resolves discrepancies with EPSB.]; C72 --> C73[151. IHE sends the institutional Report Card to EPSB]; C73 --> C74[152. EPSB sends final lists to ETS]; C74 --> C75[153. ETS computes final pass rates and sends to EPSB]; C75 --> C76[154. EPSB sends final lists to institutions]; C76 --> C77[155. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C77 --> C78[156. IHE reports and resolves discrepancies with EPSB.]; C78 --> C79[157. IHE sends the institutional Report Card to EPSB]; C79 --> C80[158. EPSB sends final lists to ETS]; C80 --> C81[159. ETS computes final pass rates and sends to EPSB]; C81 --> C82[160. EPSB sends final lists to institutions]; C82 --> C83[161. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C83 --> C84[162. IHE reports and resolves discrepancies with EPSB.]; C84 --> C85[163. IHE sends the institutional Report Card to EPSB]; C85 --> C86[164. EPSB sends final lists to ETS]; C86 --> C87[165. ETS computes final pass rates and sends to EPSB]; C87 --> C88[166. EPSB sends final lists to institutions]; C88 --> C89[167. IHE receives pass rates and verification data from EPSB and reviews for accuracy.]; C89 --> C90[168. IHE reports and resolves discrepancies with EPSB.]; C90 --> C91[169. IHE sends the institutional Report Card to EPSB]; C91 --> C92[170. EPSB sends final lists to ETS]; C92 --> C93[171. ETS computes final pass rates and sends to EPSB]; C
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ACADEMIC YEAR AND TEST CLOSURE DATE

19

DATE INSTITUTIONS SUBMIT LISTS OF PROGRAM COMPLETERS

The *Institution Exit Data Report* is due at the EPSB no later than October 1, 2000.

DATE INSTITUTIONS WILL RECEIVE SCORES AND PROCESS

Preliminary date established as December 31, 2000. Final date will be determined in collaboration with ETS. Institution concerns are to be addressed to EPSB not ETS.

INFORMATION INSTITUTIONS WILL RECEIVE FROM ETS

ETS will be requested to provide first name, middle initial, last name, birth date, and the best Praxis score during the last five years for each cohort member. ETS will be requested to explain any limitations in the data it provides. ETS has decided it can not provide lists that include social security numbers.

RESOLUTION PROCESS FOR DISAGREEMENTS ON DATA

The institution must check the ETS list for completers that the institution believes should not be counted, for institutional program completers that are not included on the ETS list, and for accuracy of generated pass rates. The institution will report to EPSB staff any changes it feels need to be made to the ETS generated list. EPSB staff will act as an intermediary between the institution and ETS to resolve conflicts between institution lists and ETS lists.

**FOR IDENTIFYING AND ASSISTING LOW-ACHIEVING TEACHER
PREPARATION PROGRAMS**

The EPSB established as a minimum that institutions listed as being on "continuing accreditation with probation" on the state accreditation program be designated as low-achieving on the initial state Title II Report Card. Other criteria may be included prior to adoption of the final report on procedures on September 11, 2000. No program will be designated as at-risk on the initial report card.

EPSB uses the NCATE standards in its state accreditation program. Technical assistance will be provided to identified low-performing institutions in accordance with those standards.

Annual Institutional Reports: Process Description

1. What agreements have to be reached between a state, its institutions, and the testing company?
 - Confirm the academic year and test closure date for a cohort of program completers;
 - Establish for teacher preparation programs in the state and for their program completers the list of subject areas of specialization for certification or licensure;
 - Check and confirm relevant test(s) for each area of specialization, and passing (cut) scores applicable to members of that cohort;
 - Determine submission dates for completer lists and dates for return of results from the state (or, in the alternative approach, from the testing company);
 - Establish a process for making sure that institutions get the data they need (subject to state privacy laws) to be able to verify pass-rate calculations;
 - Establish a process for ensuring that institutions receive the statewide pass rates that they need to include in their reports;
 - Establish a resolution process for disagreements about completer identification or pass-rate computation; and
 - Determine the final form and submission date for institutional reports.
2. What will an institution need to include in its official list of regular program completers? For each person on the list, specify:
 - Name;
 - Unique identifier (usually a date of birth or a social security number); and
 - Area of specialization or certification area (from state-determined list of certification or licensure fields).
3. Where will an institution send its list of program completers for calculation of pass rates?
 - In most cases, the institution will send the list either directly to the testing company or to the state, which may forward it to the testing company. However, the agreements reached between a state, its institutions, and the testing company may establish some other arrangement.
4. What entity will produce the pass rates and verification data?
 - Typically the testing company or the state will produce these data. The decision rests with the state, in consultation with institutions and the testing company, and depends heavily on where the computerized test files are located.
5. How will an institution conduct a review of the pass-rate analyses?
 - Confirm the names and unique identifiers of the identified test-takers;
 - Check proportions of test-takers passing each assessment, as calculated by the testing company or state; and
 - Check proportions of test-takers passing each aggregate assessment category, as calculated by the testing company or state.

6. How might discrepancies in the list of completers or problems with the pass-rate results be reported and resolved?
 - An institution should check the testing company's (or state's) list of recent program completers for whom no test scores have been found, and then report to the testing company (or state) any completers that the institution believes have been tested. If such cases are then located by the testing company (or state), it will return a revised set of assessment results.
 - An institution should check pass rates returned by testing company (or state) and notify the company and the state authority that the pass rates are accurate.
7. What information will the institution send to the state in the completed institutional report?
 - Institutional pass rates on assessments, as received from the testing company (or state) and verified by the institution;
 - Information on the number of students in the teacher preparation program;
 - Information on supervised student teaching requirements and faculty/student ratio;
 - Information on program approval or accreditation by the state;
 - Whether the program is considered "low-performing" by the state; and
 - Any supplementary contextual information it wishes.

Annual Institutional Reports: Sample Work Sheets and Reporting Rules

Below are samples (tables 3, 4, 5, and 6) that might be used to respond to the data-reporting requirement on pass rates. Again, these are sample worksheets. Other forms and electronic tools may be used to make the process of collecting, reporting, and verifying as straightforward as possible.

Table 3: Sample List: Cohort of Completers of Regular Teacher Preparation Program for Academic Year 1999-2000, to be sent to the Testing Company or the State
SAMPLE

[Institution Name]

Number	Program Completer Name	SSN number other Identifiers	Area of specialization		
			Elementary	Secondary	Other
1	Javier Vasquez	123-45-7890	Art Education		Special Education
2	Helen Brown	032-98-7654		English	
3	Alan Elmore	127-34-5689	Music		
4	Lee Qijang	059-12-3467		French	
...					

Table 4: Sample Information Return from Testing Company or State
SAMPLE

[Institution Name]

Part A. Summary of identified test-takers, from teacher preparation program list

Number	Test taker*	Area of Specialization	S.S. No.*	Single-Assessment Pass Status			Aggregate-Assessment Pass Status		Summary Pass Status
				Code No. & Name	Score	Pass/Fail	Academic Content Areas	Pass/Fail	
1	J. Vasquez	Art Education	123-45- 7890	0133 Art:Content Knowledge	193	P		P	P
2	J. Vasquez	Special Education	123-45- 7890	0265 Special Education	189	P			P
3	H. Brown	English, secondary	032-98- 7654	041 English Lang, Lit & Comp: Content Knowledge	154	P		P	P
...									

* Indicates data that may be returned to the institution, as determined by the state.

Part B. Program completers not found in database of test-takers

Number	Program Completer Name	SSN number*	Area of specialization		
			Elementary	Secondary	Other
1	Alan Elmore	127-34-5689	Music		
2	Lee Qijang	059-12-3467		French	
...					

*Indicates data that may be returned to the institution, as determined by the state.

Table 5: Sample Institutional Single-Assessment Pass-rate Data, Regular Teacher Preparation Program

Institution Name:					
Academic year: 1999-2000					
Number of program completers: 215					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1	101	112	87	78%	82%
Assessment 2	102	108	86	80%	76%
Assessment 3	103	115	86	75%	75%
.....					
<i>Professional Knowledge</i>					
Assessment 1	213	103	84	82%	82%
Assessment 2	223	107	72	67%	77%
Assessment 3	233	99	69	70%	84%
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1	321	33	22	66%	78%
Assessment 2	325	25	19	74%	76%
Assessment 3	353	10	8	81%	75%
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1	511	55	36	66%	77%
Assessment 2	647	17	13	74%	90%
Assessment 3	791	10	8	81%	83%
.....					
<i>Teaching Special Populations (special education, ESL,...)</i>					
Assessment 1	430	31	26	84%	95%
Assessment 2	445	27	24	89%	90%
Assessment 3	469	22	20	91%	88%
.....					
<i>Performance Assessments</i>					
.....					

Table 6: Sample Institutional Aggregate and Summary Pass-rate Data, Regular Teacher Preparation Program

Institution Name:				
Academic year: 1999-2000				
Number of program completers: 215				
Type of Assessment †	# taking one or more assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Aggregate – Basic Skills *</i>	119	92	78%	78%
<i>Aggregate – Professional Knowledge*</i>	111	81	73%	81%
<i>Aggregate – Academic Content Areas (math, English, biology etc.)*</i>	67	49	74%	76%
<i>Aggregate – Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>	69	51	74%	83%
<i>Aggregate – Teaching Special Populations (special education, ESL,...)*</i>	37	33	88%	91%
<i>Performance Assessments*</i>				
Summary Totals and Pass Rates**	143	110	77%	80%
<p>* Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).</p> <p>** Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization)</p>				

Institutional Questionnaire For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 1999-2000

Institution name:

Respondent name and title:

Respondent phone number: _____ Fax: _____

Electronic mail address: _____

Address:

City: _____ State: _____ Zip code: _____

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name:									
Academic year:									
Number of program completers:									
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate				
<i>Basic Skills</i>									
Assessment 1									
Assessment 2									
Assessment 3									
.....									
<i>Professional Knowledge</i>									
Assessment 1									
Assessment 2									
Assessment 3									
.....									
<i>Academic Content Areas (math, English, biology etc.)</i>									
Assessment 1									
Assessment 2									
Assessment 3									
.....									
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>									
Assessment 1									
Assessment 2									
Assessment 3									
.....									
<i>Teaching Special Populations (special education, ESL etc.)</i>									
Assessment 1									
Assessment 2									
.....									
<i>Performance Assessments</i>									

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name:						
Academic year:						
Total number of program completers:						
Type of Assessment †		# taking assess	# passing assess	Institution pass rate	Statewide pass rate	
<i>Aggregate: Basic Skills*</i>						
<i>Aggregate: Professional Knowledge*</i>						
<i>Aggregate: Academic Content Areas (math, English, biology etc.) *</i>						
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.) *</i>						
<i>Aggregate: Teaching Special Populations (special education, ESL,...) *</i>						
<i>Performance Assessments*</i>						
Summary of Individual Assessments**						
*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).						
**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).						

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 1999-2000, including all areas of specialization.

1. Total number of students enrolled during 1999-2000: _____

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 1999-2000? _____

3. Please provide the numbers of supervising faculty who were:

_____ Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

_____ Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

_____ Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 1999-2000: _____

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): _____

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: _____ hours. The total number of weeks of supervised student teaching required is _____. The total number of hours required is _____ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
_____ Yes _____ No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? _____ Yes _____ No

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

_____ Name of responsible institutional representative
for teacher preparation program

_____ Title

Certification of review of submission:

_____ (Signature)

_____ Name of President/Chief Executive (or designee)

_____ Title

Kentucky Teacher Preparation Institutions

Alice Lloyd College Pippa Passes, KY 41844 (606) 368-2101	Lindsey Wilson College Columbia, KY 42728 (502) 384-2126
Asbury College Wilmore, KY 40390 (606) 858-3511	Midway College Midway, KY 40341 (606) 846-4421
Bellarmine College Louisville, KY 40205 (502) 452-8106	Morehead State University Morehead, KY 40351 (606) 783-2040
Berea College Berea, KY 40404 (606) 986-9341	Murray State University Murray, KY 42071 (502) 762-3829
Brescia College Owensboro, KY 42301 (502) 685-3131	Northern Kentucky University Highland Heights, KY 41076 (606) 572-5365
Campbellsville University Campbellsville, KY 42718 (502) 789-5169	Pikeville College Pikeville, KY 41501 (606) 432-9202
Centre College Danville, KY 40422 (606) 238-5307	Spalding University Louisville, KY 40203 (502) 585-7121
Cumberland College Williamsburg, KY 40769 (606) 549-2200	Thomas More College Crestview Hills, KY 41017 (606) 344-3357
Eastern Kentucky University Richmond, KY 40475 (606) 622-3515	Transylvania University Lexington, KY 40508 (606) 233-8174
Georgetown College Georgetown, KY 40324 (502) 863-8178	Union College Barbourville, KY 40906 (606) 546-1216
Kentucky Christian College Grayson, KY 41143 (606) 474-3267	University of Kentucky Lexington, KY 40506 (606) 257-2813
Kentucky State University Frankfort, KY 40601 (502) 227-5916	University of Louisville Louisville, KY 40292 (502) 852-6411
Kentucky Wesleyan College Owensboro, KY 42301 (502) 926-3111	Western Kentucky University Bowling Green, KY 42101 (502) 745-4664

Inquiries regarding specific individual program requirements, including rank change programs, should be addressed to the Dean of Education at the respective institution.

Inquiries regarding the Education Professional Standards Board's approval of programs leading to certification in education should be addressed to:

**Division of Teacher Education and
Office of Teacher Education and
Certification
1024 Capital Center Drive
Frankfort, KY 40601
Phone: (502) 573-4606
Fax: (502) 573-1610**

**This and other information with regard
to Teacher Education in Kentucky is
accessible on the web page at:
<http://www.kde.state.ky.us/otec/taeched/>**



**Approved by:
Education Professional
Standards Board**

July 1999

The Kentucky Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

printed with state funds

Certificates Available

B - Baccalaureate
M - Masters
D - Doctorate

ACCI 160

X - Approved Programs

TITLE II REPORT CARD: KENTUCKY REPORTING PLAN

INTRODUCTION

The Education Professional Standards Board (EPSB) is the agency of record for the Title II Report Card for Kentucky. The EPSB, which is responsible for maintaining a system of teacher certification designed to prepare quality teachers for the Commonwealth, has established the following procedures for complying with federal Title II reporting requirements

PROCESS FOR ESTABLISHING PROCEDURES

The EPSB has maintained a strong commitment to collaboration with institutions of higher education (IHEs) in the establishment of procedures for complying with Title II reporting requirements. A brief outline of those collaborative efforts is provided below.

On February 1, 2000 the chair of the EPSB and board staff conducted a Title II workshop for representatives of Kentucky's teacher education institutions. The workshop included an overview of a draft of the Title II Reference and Reporting Guide and discussion relating to the process for establishing procedures and scenarios of possible procedures.

On May 7, 2000 staff provided a workshop for members of the EPSB. The workshop included orientation on the legislative requirements, and a walk-through of the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

On May 8, 2000 the EPSB adopted a draft state-reporting plan.

On June 26, 2000 the EPSB chair and staff provided additional training to the deans and Title II contacts from the 27 Kentucky teacher education institutions. The training included an overview of the institutional requirements in the final *Guide* and the opportunity to provide feedback on the draft state reporting plan. Consensus was reached on issue items.

On September 11, 2000 staff will recommend a final Kentucky Reporting Plan to the EPSB for adoption. Recommendations from the June 26, 2000 workshop are incorporated in the final report. Upon approval by the EPSB, the Kentucky Reporting Plan will be distributed to the deans and Title II contacts at the 27 Kentucky teacher education institutions.

ESTABLISHED PROCEDURES

See page 5 for a complete timeline for the plan

FOR AGGREGATING PASS RATE INFORMATION

The Educational Testing Service (ETS) will generate pass rate information for Kentucky. ETS has set a rate of \$500 per institution to do this work. The Kentucky teacher education institutions will submit payment to the EPSB, and the EPSB will contract with ETS for this service. ETS will match teacher education institutions' lists of completers with test files and calculate institutional pass rates.

LIST OF SUBJECT AREAS

The EPSB, the teacher education institutions and ETS are in agreement on the list of subject areas in which the program completer cohort may receive teacher certification, the relevant ETS certification test(s) for each area of specialization, and the passing scores applicable for members of that cohort.

FORMAT FOR INSTITUTIONAL LISTS OF PROGRAM COMPLETERS

Institutional lists of program completers will be generated from the *Institution Exit Data Report*. The generated cohort list will include first name, middle initial, last name, date of birth, and the field of specialization or certification area.

INFORMATION FLOW FOR TEST SCORES

See the flow chart on page 4 for the process.

ACADEMIC YEAR AND TEST CLOSURE DATE

The academic year for the initial report card has been established as the fall 1999, spring 2000, and summer 2000 semesters. The test closure date for the initial report card has been established as June 24, 2000. This is the date of the last ETS testing opportunity in the state. The September 2000 test date cannot be included because it would not provide ETS ample time to score and include those test takers in the cohort. September 2000 test takers will be reported on the 2004 follow-up report.

DATE INSTITUTIONS SUBMIT LISTS OF PROGRAM COMPLETERS

The *Institution Exit Data Report* is due at the EPSB no later than October 1, 2000.

DATE INSTITUTIONS MAY CHECK PROGRAM COMPLETER MATCHES WITH ETS DATA BASE

ETS will open its Title II Reporting website during the period from November 27 – December 4, 2000 so that IHEs may review the database for possible additions or deletions of cohort members. IHEs will negotiate changes in the list of cohort members with the EPSB. EPSB will be the final authority and will submit needed changes to ETS.

INFORMATION INSTITUTIONS WILL RECEIVE FROM ETS

The ETS Title II Reporting Website IHE lists will include first name, middle initial, last name, birth date, social security number, and the best PRAXIS II score during the last five years for each cohort member

RESOLUTION PROCESS FOR DISAGREEMENTS ON DATA

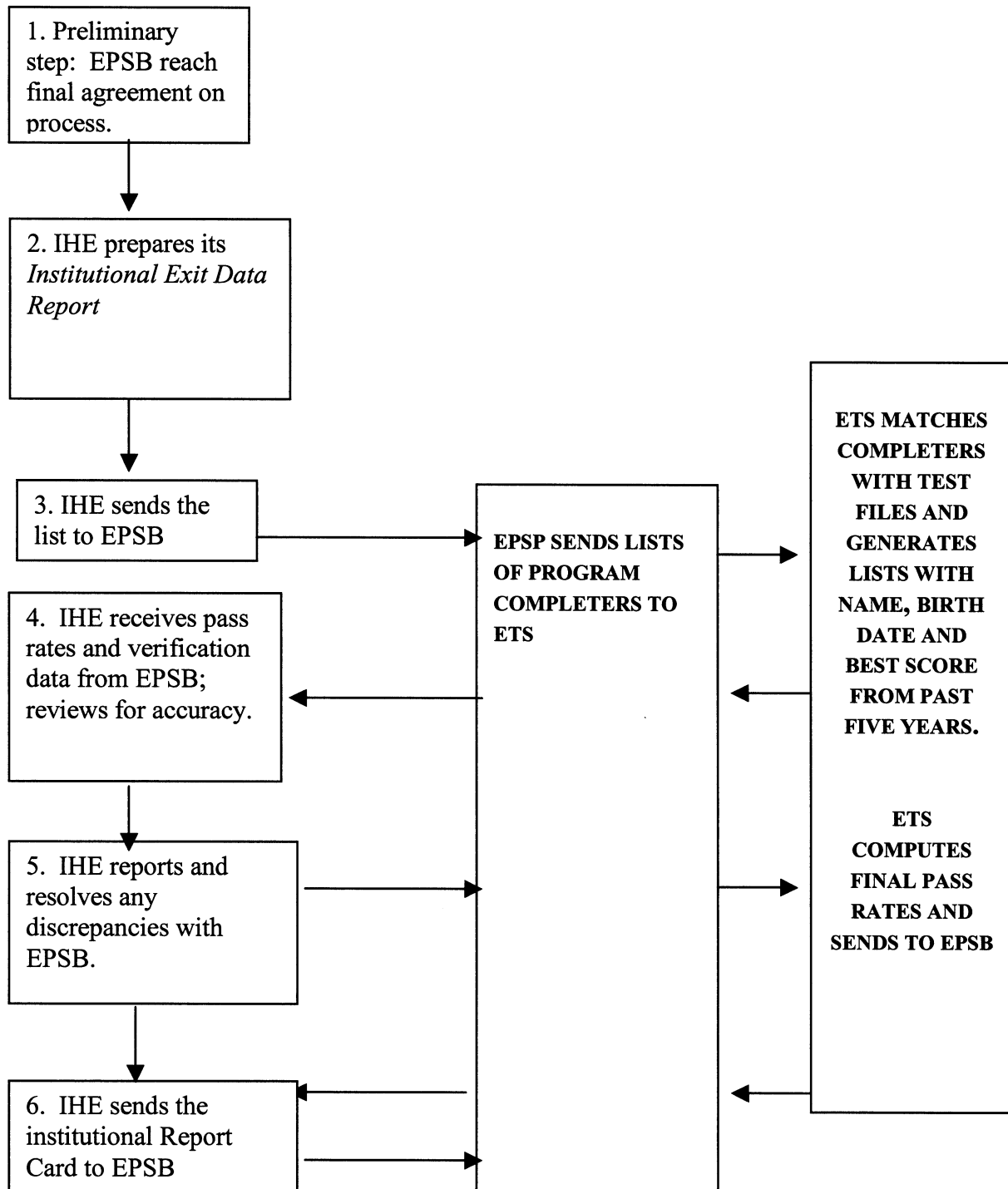
The institution must check the ETS list for completers that the institution believes should not be counted, for institutional program completers that are not included on the ETS list, and for accuracy of generated pass rates. IHEs will negotiate changes in the list of cohort members with the EPSB. EPSB staff will act as an intermediary between the institutions and ETS to resolve conflicts between institution lists and ETS lists. IHEs will negotiate changes with EPSB. EPSB will be the final authority and will submit needed changes to ETS.

FOR IDENTIFYING AND ASSISTING LOW-ACHIEVING TEACHER PREPARATION PROGRAMS

The EPSB has established that an institution identified as being on “continuing accreditation with probation” relative to its teacher education program will be designated as “low achieving” on the initial state Title II Report Card. Other criteria may be adopted prior to submission of the state report card on October 7, 2001. No program will be designated as at-risk on the initial report card.

National Council for Accreditation of Teacher Education (NCATE) standards are an integral part of the process used in the state accreditation of teacher education institutions. Technical assistance will be provided to identified low-performing institutions in accordance with those standards.

INFORMATION FLOW PROCESS



TIMELINE

June 24, 2000	Last test date for inclusion in initial cohort list of program completers. Program completers testing after this date will be reported in the 2004 follow-up report.
September 11, 2000	EPSB adopts the Kentucky Reporting Plan.
September 14, 2000	Kentucky Reporting Plan sent to 27 teacher education institutions of higher education (IHEs).
October 1, 2000	Deadline for IHEs to submit their cohort lists of program completers (Exit Data Report) to EPSB.
October 1, 2000	Deadline for IHEs to submit to EPSB the \$500 payment for ETS' pass rate calculation services. Checks should be made payable to the Kentucky State Treasurer.
November 1, 2000	Deadline for EPSB to submit IHEs cohort lists of program completers to ETS
November 27-December 4, 2000	ETS Title II Reporting Website will reopen so that IHEs may check the matches of their program completers against the Praxis database. During this period IHEs may review the database for additions or deletions of cohort members and modifications of demographic information for those who do not match.
December 4, 2000	Deadline for final negotiations with EPSB on addition or deletion of program completers.
December 10, 2000	Deadline for EPSB to submit final cohort lists of program completers to ETS.
December 11, 2000 – February 14, 2001	ETS will use new or modified information from EPSB to match program completers not found initially. ETS will extract test scores for matched program completers and calculate pass rates.
February 14, 2001	ETS will send IHEs reports to EPSB.
February 15, 2001	EPSB will send ETS reports to IHEs
February 15 – March 14, 2001	Period for resolving questions that IHEs and/or EPSB may have concerning pass rate reporting. If ETS has made an error, it will correct the error at no charge. If an IHE has made an error, ETS will correct it and regenerate the report; however, a fee will be charged for that service.
March 28, 2001	ETS will send EPSB any final corrected reports.
March 30, 2001	EPSB will send IHEs any final corrected reports.
April 7, 2001	Deadline for IHEs to submit Title II Report Card to EPSB.
October 7, 2001	Deadline for EPSB to submit Kentucky's Title II Report Card to the U.S. Department of Education.

Appendix A

RESPONSIBLE AGENCY

The Education Professional Standards Board is Kentucky's agency of record for the Title II Report Card.

Contact: Dr. Phillip Rogers
Education Professional Standards Board
1024 Capital Center Drive
Frankfort, KY 40601

Phone: (502) 573-4606
Fax: (502) 573-1610
E-mail: psrogers@kde.state.ky.us

Appendix B

DISSEMINATION OF INFORMATION TO INSTITUTIONS

Copies of the draft Title II Reference and Reporting Guide were disseminated at a workshop for representatives from Kentucky's teacher education institutions on February 1, 2000. This session generated much discussion about the key definitions in the Guide, particularly, the definition of a *program completer*. Issues relating to key definitions were resolved at this meeting with the exception of the *program completer* definition.

On June 26, 2000, copies of the final Guide were disseminated at a second workshop for representatives of Kentucky's teacher education institutions. Participants in that session reached consensus on all of the key definitions in the Guide and on Kentucky's plan for implementing requirements of the legislation. In addition, a Kentucky guide for Title II, a copy of which is included in this appendix, was disseminated to all institutions.

The Title II Report Card: Kentucky Reporting Plan was mailed to the teacher education institution deans/chairs and Title II contacts following its approval by the Education Professional Standards Board on September 11, 2000.

CERTIFICATION WAIVERS

Since certification waivers are the exclusive domain of the Education Professional Standards Board and all data regarding waivers are in-house, staff will be able to meet Title II waiver reporting requirements as scheduled.

Appendix C

KENTUCKY'S LICENSURE AREAS, TESTS AND CUT SCORES

Copies of Kentucky's licensure areas and the required tests and cut scores are included in this appendix.

Kentucky Cut Scores

Test Number	Test Name	KY Passing Score
IECE	Interdisciplinary Early Childhood Examination	150
0011	Elementary Ed: Curriculum, Instruction & Assess.	163
0041	English Lang,Lit, and Composition: Content Knowledge	160
0042	English Language, Literature, & Composition: Essays	154
0049	Middle School English Language Arts	153
0050	Technology Education	600
0061	Mathematics: Content Knowledge	125
0063	Mathematics: Proofs, Models, & Problems, Part 1	141
0069	Middle School Mathematics	143
0081	Social Studies: Content Knowledge	151
0083	Social Studies: Interpretation of Materials	155
0089	Middle School Social Studies	144
0091	Physical Education: Content Knowledge	147
0092	Physical Education: Movement Forms-Analysis, Design	151
0100	Business Education	584
0111	Music: Concepts and Processes	146
0113	Music: Content Knowledge	150
0120	Home Economics Education	570
0131	Art Making	154
0133	Art: Content Knowledge	154
0171	French: Productive Language Skills	167
0173	French: Content Knowledge	159
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